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ABSTRACT

Two aspects of comparative library science are discussed in this paper: the adaptation of American library education and of American library standards for Iranian use. Its basic assumption is that all of the goals and most of the essential principles of American library science are as appropriate to modern Iran as to modern America. Furthermore, many practical library procedures can be borrowed from the U.S.A. A further assumption is that the foreigner is seldom familiar enough with Iran to know all of the ideas which should be incorporated or to make all of the changes necessary in adapting either library education or standards for local use. Consequently, Iranian assistance is essential in writing and revising adaptations in both fields. A final assumption is that most Iranians want their libraries improved. (Related documents are: LI 004244 and LI 004246 through LI 004267.) (Author/SJ)

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ADAPTING AMERICAN LIBRARY SCIENCE FOR IRANIAN USE

This paper will discuss two aspects of comparative library science: the adaptation of American library education and of American library standards for Iranian use.[1] Its basic assumption is that all of the goals and most of the essential principles of American library science are as appropriate to modern Iran as to modern USA. Furthermore many practical library procedures can be borrowed from America, also. Such generalizations as these are especially true when dealing with western style management and western materials. They are somewhat less true when dealing with Iranian materials, however, and an increasing number of changes or adaptations must be made in applications to very conservatively managed Iranian institutions. Also, the closer the adapter comes to the details of daily procedures, the larger the number of changes necessary. In most situations, however, very few basic policy changes are necessary in American library science and most of the procedural changes are still adaptations, not completely different from their antecedants.

A further assumption is that the foreigner is seldom familiar enough with Iran to know all of the ideas which should be incorporated or to make all of the changes necessary in adapting either library education or standards for local use. Consequently, Iranian assistance is essential in writing and revising adaptations in both fields. Also, any documents adapted for Iranian use should be tried out over a period of years and further revisions made after their weaknesses have been identified. And a final assumption

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[1] Galloway, R. Dean, "Library Experiment in Iran", Library Quarterly XXX (July 1959), pp. 188-200, is a useful demonstration of some of the adaptations required.

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is that most Iranians want their libraries improved, even though some do not.

Education

Traditional Iranian Librarianship.—The graduate-level Department of Library Science, College of Education, University of Tehran, was founded by an American library science professor, Alice Lohrer, in 1966. This department has shown no interest in continuing or encouraging the conservative library conditions still prevalent in Iran. The whole thrust of the Department has been to teach policies countering those traditionally practiced. Not only are traditional policies not taught, they are criticized, and an entirely new set of policies and practices recommended. There is no attempt to adapt old policies and practices to new libraries or old policies to old libraries. The attempt is to use foreign ideas in Iranian libraries of all kinds and to make the adaptations required to do so successfully. In short, the Department has attempted to perpetrate an Iranian library revolution.

What must the modern western library philosophy replace? Indiginous Iranian librarianship seems to be a function of Iranian cultural and social life, outlined in such papers as those by Gable and Jacobs, and to have been influenced by conservative French library practice.[2,3] The traditional Iranian library approach is that of conserving the past, of custodianship, the book being more important than its reader and requiring protection from damage or loss, even from use. This philosophy does not recognize the im-

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[2]Gable, R.W., "Culture and Administration in Iran", Middle East Journal (Autumn, 1959), pps. 407-21.

[3]Jacobs, Norman, The Sociology of Development; Iran as an Asian Case-Study, New York, Praeger Publishers, 1966.

portance of using practical material to improve Iranian life and education, nor even the desirability of writing such material. The modern West and the ancient East clash most obviously in their library service and use philosophies. One treats use as being dangerous, something to be discouraged, the other considers it to be all-important. Most of their disagreements stem from this contrast. The difference seems to be one between activity and passivity, between worship of the past and the future, between the positive and the nagative, almost between something and nothing.

The Malek Library in Tehran, while possessing a significant and interesting Iranica collection, is a well-known example of an oriental or traditional Iranian library. It has closed shelves, non-circulating material, careful screening of patrons, limited hours of opening, use privileges only by fee payment, few Western books, material arranged by accession number, most books being pamphlet size, few periodicals, incomplete cataloging, no classification system, no special book preservation methods, small budget, no professional staff, no cooperation with other organizations, an obviously defensive, custodial library. It is more nearly a museum or archive but without carrying out modern museum or archive administrative ideas, either, emphasizing the past in religion, history and culture, unresponsive to its environment, little concerned about the future.

Must an Iranian library use western ideas to be modern? Yes, at least if we are contrasting Western with traditional Eastern library thought. Then, there is no indiginous and modern Iranian librarianship? That's right, there is not. At least, not yet. Modern Iranian librarianship is borrowed, mostly from the USA and the UK, very little from continental Europe, none from the rest of Asia.

No well organized and used modern library exists which is basically Iranian in policies, except where custodianship is appropriate, and even then, Iranian knowledge of the collection, how to organize and care for it physically, is poor. Those libraries which might be considered both modern and Iranian do not exist, unless we include the modern library whose librarian seems to work primarily on projects to enhance her own prestige, or the public library with a somewhat useful but non-circulating book collection.

Modern Iranian Librarianship.—The best of the Iranian libraries seem very western, e.g., the University of Tehran Centre for International Affairs Library and the Pahlavi University Medical Faculty Library. However, each one of these libraries has made minor compromises and accomodations in many areas, particularly in administration. For instance, International Affairs has had a shortage of capable clerical personnel, and as a result, some typing has been done by professionals and other typing not done at all. Also, all decisions, even of the most minor nature, have been made by the Centre Director, rather than by the library staff. A list of all its adaptations would be useful, but it remains a very western and well organized library. Of course, part of the secret of its westernization is that it serves an essentially American-style organization. As is true with most of the modern Iranian libraries, it has not had to replace an older philosophy with a newer one but merely to carry out new ideas in a new institution. In those institutions which have previously organized libraries along conservative lines, e.g., the University of Tehran Faculty of Letters Library, the shift to modern library philosophy and practice has been very slow and difficult.

Physically, a good modern Iranian library looks almost exactly like one in the USA, the only differences being the presence of Persian language material

and catalog cards, of Iranian users speaking Persian at the charging desk, the lack of high quality furniture and shelving, the lack of bright colors, and, in several cases, the last of these differences is the only one particularly noticeable.

Adaptation Problems.—Adaptation and change mean many things, and the attempt will be made to spell out certain ones of them. Many Iranians are eager imitators. Therefore, if a foreign idea is adopted and carried out successfully by one organization, this success may be noticed and the idea borrowed by others. The documentation center idea, the union catalog idea, and the centralized processing idea, all pioneered and carried out most successfully in Iran by the Iranian Documentation Centre and the Tehran Book Processing Centre (Irandoc and Tebroc), are examples of such imitation.[4] However, pioneering by a foreign agency, such as Tehran's USIS Lincoln Library or British Council Library, modern public libraries, seems not to be so likely to attract imitators. It can be suggested, therefore, that the primary problem in "selling" a major library idea in Iran is to get the idea adopted by a large and influential Iranian institution. If that institution can carry the idea out successfully, then several others are likely to imitate it, either appropriately or not. In any case, this may be the most practical way to get western library ideas adopted here.

The creative thinking necessary to use foreign librarianship intelligently is difficult, however. Few persons have good training for it, and few foreigners have done it. When done properly, it may yield a new approach, something original, neither imitated nor adapted, but this is rare. In Iran, most

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[4]Harvey, John F., "Iranian Library Studies", International Library Review V (January, 1973).

adaptations have been made by Iranians with Western education and experience. As a matter of fact, in several local cases, Western library ideas have been implemented directly in a library with adaptations primarily of minor techniques. The thinking was not done to develop an original theory or policy, neither an oriental one nor a Western one. Rather, adaptation of the Western idea was just a matter of changing a few clerical details.

If modern Iranian librarianship is to use Western principles and methods straight, without change, perhaps neither creative thinking nor very much adaptation is needed. But are Iranian society, higher education, and ministries ready to use Western ideas in that way? Certainly Iran is developing rapidly and becoming increasingly modern and Western. But it is doubtful if any oriental country can use many western ideas without numerous modifications, without some stamp of identity, in Iran, without some degree of Persianization. Even the Esphahan British Council Library, for instance, bears some marks of its setting, if only its many books helpful in learning English and its princely librarian, a former Qajar Prince. Consequently, the attempt to study and to teach the theory and practice of adaptations and accomodations must be made. Only with the development and widespread knowledge of successful adaptations will modern Iranian library goals be reached.

While modern Iranian library goals are essentially those of American librarianship, also, standards and financial levels appropriate to the Iranian way and cost of living must be used. Any national library plan must be adapted to Iran's ostans and cities, its particular public library organization pattern and its multitude of colleges and universities. The country's political, social, and economic organization is unique and library reorganization must be proposed within this framework. The Ministry of Education, for instance, gives little support to school libraries, but such government offices as the

Ministry of Economy and the National Iranian Oil Company support modern special libraries. Library development need is greater in the provinces but is more likely to be available for capital city Tehran. Likewise, librarians are needed most in the provinces but are most plentifully found in Tehran.

Library Education Adaptation.—In library education, most Iranian and American students differ in the extensiveness of their backgrounds and the quality of the libraries in which they have had experience. The Iranian student knows much less about library science when he starts and learns more slowly than does his American counterpart. So, his entire library curriculum should be pitched at a simpler, more elementary level. Many workshops, demonstrations, internships, and open houses should be held for high school graduates in charge of small libraries, also. Students should be prepared primarily for work in small government ministry or academic libraries, not large research, school or public libraries, since the latter hardly exist. More attention must be paid to such topics as library initiation, small library organization and administration, and to free and inexpensive material sources. The gap in time and money between goals and present practice is greater here than in the USA, and the pay-off from learning may come much later. In short, adaptation must be made for an entire library world existing at a much more primitive level, much earlier in its evolution, than that in the USA.

In all Iranian library schools, the teaching of basic principles to beginning students—the core curriculum—can be carried out in much the same fashion as it is in the USA. The only noticable difference would be seen in using local examples and Persian vocabulary. Little adaptation is required when discussing goals and theoretical frameworks. Basic cataloging principles, for instance, are the same in the two countries. It is only where the teaching of applica-

tions, of practice enters, that the problems of adapting and interpreting become important, particularly in advanced and specialized courses.

Special adaptation problems exist in the intermediate and advanced cataloging area because of the Iranian name entry dilemma, the lack of biographical reference tools with which to identify authors, the lack of a Persian cataloging code, the lack of Persian subject headings, and refined Persian Cutter-Sanborn tables. In classification, DDC and LCC can be taught without modification, but the numbers for Iran are much too abbreviated for use with even a small collection of Iranian history or literary materials. These schedules are available in English only, and this language situation discourages many librarians.

Other cataloging problems exist, also. Adaptations must be made to standardize on a certain weight and texture of catalog card stock and the sources for it, the exact card spacing when typing in Persian, and the cross references needed. The searching steps required to establish entries which were never established before, and the rendering of subject headings in Persian for which there are no previous translations are additional matters for consideration.

In Iranian book selection and acquisitions, relatively few good publishers or new books exist, and certain currency and customs problems exist in ordering foreign material. The Tehran Book Processing Centre is the only Iranian jobber for both Iranian and foreign books. Normally book and serial selection should emphasize Iranian history, culture and problems, those of West Asia, and those of developing countries. Greater attention is needed to literacy problems and much less to democratic, religious, racial, and labor problems. Foreign indexing, abstracting and bibliographic journals are quite important as are publications with international emphases. Avoid material criticizing His Imperial

Majesty. Such fields as engineering, agriculture, law, secondary education, and the health sciences should receive considerable attention while the pure sciences and the social sciences are generally less important.

Material can find readers easily when in Farsi and certain other European languages, but not in other Asian languages. The entire public recreation field, except perhaps motion picture attendance, is poorly developed. Such subjects as carpets, fashions, literature, petroleum, gardens, construction, Islamic religion, Persian manuscripts, mountain climbing, wrestling, soccer, decorative arts, deserts, irrigation, and desalination are of particular interest. In some of these areas, however, it is difficult to get Iranians to read books and to think in any but traditional terms. To discuss American book selection aids with public librarians who read English poorly will be fruitless, unless the emphasis is placed on the criteria for evaluating them. Almost no one in Iran understands the more advanced and scholarly phases of any subject.

Information science can be taught in much the same fashion here as in the USA, but on an elementary level only. Capable editors, abstractors, translators, computer programmers, and key punch operators are very scarce, and so is first class Iranian technical material for them to work on. The information science field is simple to introduce because it contains no precedents, nothing to modernize, nothing to replace. Circulation service principles are much the same in Iran as in the USA, though open stacks and free circulation need careful explanation. Many libraries wish to identify each borrower carefully also. The entire field of public relations and use promotion is new and needs thorough discussion with practical examples. Educational audio-visual materials are not different, just little used, but their possibilities are enormous, once the cost problem is solved and the idea is accepted that movies and records can be educational as well as enjoyable.

Many reference materials require no adaptation, especially when Western titles are involved, and they are widely used here. All of the useful Iranian reference material must be covered in class, but special care must be taken to teach reference book evaluation. Many of these books are poorly compiled and inaccurate. In a country with few practical reference books, where to locate the answers to questions is a challenge requiring special attention. Practice in finding helpful answers is needed, however. The Western librarian's reasoned spirit of unselfish helpfulness must be explained to the student because it is strange to him. Close cooperation with other libraries and modern systems concepts, particularly in inter-library loans, are important to develop.

The user must be taught how to work with the public catalog and the abstracting services because he may never before have seen such tools. In general libraries, reference work, to the extent that it exists at all, will be heaviest in the fields of Persian history and literature, engineering and medicine, and light in the social and pure sciences. Questions in the sciences will be practical rather than theoretical, and considerable refinement will be necessary before they can be worked on since the user has no idea what the library can do for him. The typical user must be sent to several libraries before he can see all the material on even a small subject. In teaching, modern examples must be provided from the local scene, in research, Masters papers must be carried out with local data, and in experience, internships must be served in the best local libraries.

Perhaps administration is the subject for which the greatest amount of adaptation is required. Modern administrative practice, perhaps central to librarianship and to all other aspects of university and ministry life, also, is very difficult to carry out satisfactorily in bureaucratic Iran. Certainly, the

preferred modern administrative policies and practices should be taught. Even though they may be difficult to employ, the students should learn about them. However, the librarian must adapt to the poor and oriental administration around him and to the social system in which it exists. Personnel and finance must be taught partially by Iranian standards but with Western goals explained. The art of working with secretariats and bureaucrats must be explained. The one man style of administration which is so common must be fought against, and the Iranian definition of a professional librarian used, not the foreign definition.

To some extent, administration requires teaching the desirable but explaining the practical, also, quite different. Supervision and communication, usually done so poorly here, must be explained clearly and practically with the hope of converting a few to use them in a modern manner. In the Iranian government bureaucracy, the qualities of persistence, initiative, aggressiveness, resourcefulness, and persuasiveness are valuable, and important, influential people must be cultivated. With an occasionally startling exception, planning is seldom carried out properly, and coordination between individualists is difficult. Building design is similar between the two countries, though the Iranian architect will always try for a spectacular effect and the construction firm will build with cheap materials. Departmental organization patterns are similar, though often misleading, but a section of tea servers will be needed. The written and official functions of executives and their actual activities may differ considerably. Furniture has been adapted and produced under the supervision of the Tehran Book Processing Centre. It looks and functions like its western prototypes, but most of it is not as sturdily constructed.

At the Department of Library Science, College of Education, University of Tehran, the adaptations of administration have been taught inadequately.

Often they were taught by an American who did not know them in Iran and taught the American principles only. Working his way out of this dilemma to make sure that the student understands good western administrative principles, yet can adapt himself to traditional Iranian practice and carry out his tasks successfully, is a proper teaching challenge.

In a few cases, there may seem to be no adaptation possible, and the traditional Iranian approach may seem to be necessary, e.g., the custodian law requiring the librarian to be responsible personally and financially for lost books. However, since it is seldom enforced, the librarian can be encouraged to ignore the law. In addition, he can be taught to send accessioned material no longer useful to dead storage and pull its catalog cards, and for unaccessioned material, the law does not apply.

Solving Adaptation Problems.— With these generalizations, however, the problems of adaptation are not solved. Adapting means changing Western principles and practice to fit Iranian society. No concentrated research project has yet tested the various Iranian adaptations of a single Western policy. Often the University of Tehran Department of Library Science has not bothered to adapt an idea or else has not known what adapted ideas to teach. At other times, the Department has taught either Western administration or Western reference material without modification, for instance, as if the Iranian library should use it that way. In the first case, its success is very doubtful, and in the second case, some material may be unneeded. Teaching American policies without modification is sometimes justified, more often not. When, how much, and what to change have not yet been worked out for Iranian library education, however. Until these questions have been answered, adaptation will continue to be guesswork.

Certain signs suggest that the situation is changing, however, at least in library practice. A small but growing body of modern Iranian library science thought is being developed—in no way indiginous or traditional—mostly practical applications of Western principles to fit Iranian library needs, limitations, and opportunities. Its development began several years ago, and the pace is now accellerating. The distinctive features of this development are its occurrance in some of the more influential Iranian libraries and the fact that these adaptations are being tested, revised and sometimes even written down. When described in writing, they are available for other Iranian librarians to inspect, criticize and revise.

Contemporary Iranian librarians have begun in earnest to develop a modern Iranian library science. People like Pouri Soltani, Ali Sinai, Shahla Sepehri, Lily Arjomand, Farangis Omid, Afsar Mansourzadeh, Parvin Aboozia, and Dineh Moghadam are doing this in the Tehran Book Processing Centre, Iranian Documentation Centre, Institute for Intellectual Development of Children and Young Adults, University of Tehran Central Library, Pahlavi University, The University of Tehran Medical Library, The University of Tehran Faculty of Education, and other places, as they select, order, catalog, and classify books, and administer their library organizations. All of them are interesting for their pioneering and determined attempt to carry out modern ideas in an oriental government bureaucracy and the fact that this has forced them to create the kinds of library adaptations which Iran needs.

The principles of these pioneers are Western, but their practice is a combination, perhaps still 75% Western but 25% Iranian. Most of the principles are written down in English. Some of the practice is written in English, but not all, and only a small amount of the Iranian portion is transcribed. All of the policies and practices must be written in Persian, so they can be fully

understood, discussed, revised, criticized, and used by other libraries. Only then, will the problems of teaching adaptations be reduced. Only then, can we claim the existance of a modern Iranian library science. Only then, can the East be said to have joined hands with the West in creating a modern Iranian library science.

STANDARDS

Introduction.—This paper on adaptation springs from the author's experience in preparing seven sets of Iranian standards.[5] These standards were designed to serve Iranian school, special, public, junior college, senior college, and university libraries and library schools. They were commissioned by the Tehran Book Processing Centre and The Institute for Planning and Research in Science and Education, on behalf of the Ministry of Science and Higher Education. In 1971, as the first step in securing ministry approval and adoption nation-wide, the standards were formally approved by the Tehran Book Processing Centre. Additional steps are being taken as government library planning progresses.

Each set of Iranian standards was adapted from an American or Canadian set of standards designed for the particular type of library in question. The policies

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[5] Tehran Book Processing Centre, Iranian Junior College Library Standards, Tehran, 1971, 29 pp.

Tehran Book Processing Centre, Iranian Library Education Evaluation, Licensing, and Accreditation Program, Tehran, 1971, 29 pp.

Tehran Book Processing Centre, Iranian Public Library Standards, Tehran, 1971, 32 pp.

Tehran Book Processing Centre, Iranian School Library Standards, Tehran, 1971, 20 pp.

Tehran Book Processing Centre, Iranian Senior College Library Standards, Tehran, 1971, 33 pp.

Tehran Book Processing Centre, Iranian Special Library Standards, Tehran, 1970, 15 pp.

Tehran Book Processing Centre, Iranian University Library Standards, Tehran, 1971, 49 pp.

and problems of changing the sets of American standards into sets of Iranian standards is the subject of this paper.

Before proceeding with this portion of the paper, a distinction must be made between three kinds of documents: library laws, standards, and survey reports of recommendations. Laws should be basic rules relating library service and government, particularly stating governmental responsibility to initiate and support libraries, and defining the relationship between the two. The law is primarily the concern of each library's board of trustees or parent institution and should set limits of authority and responsibility.

Standards, on the other hand, should establish respectable levels for policy and performance, minimum activity levels below which most libraries will be poor and users deprived of the kind and caliber of service deserved. Standards should relate to the general internal operation of a particular type of library, to good policy, and, in a lesser way, to the efficient, rationalized, and well organized practice required to carry out these policies.

Normally, on the other hand, a survey report of recommendations is written for a particular library. It interprets and applies a set of standards to that library while spelling out the details of good policy and practice for implementation by staff members. Most sets of standards contain many of the same kinds of recommendations that will be found in survey reports or in manuals of good practice, but standards deal primarily with policy while surveys deal primarily with practice. This paper's remarks about adaptation apply almost as much to library reports as to standards, and even, in some degree, to laws and regulations.

In its early stages of library development, Iran cannot expect superior or even average service or support to be widely available, by Western expectations. Therefore, the initial sets of national library standards should focus much of

their readers' attention on raising present service levels above zero. Extending service seems to be more important than raising service quality, though it can be hoped that many existing libraries will attempt to raise quality levels, also, and some indication should be given of how this can be done.

A short introduction will be needed to explain the standards document's purposes in encouraging and guiding the development of a particular kind of library. Then, this kind of library, such as school or college, must be defined. Only those standards should be included in the document which have a direct and positive relation to the quality of Iranian library service. Normally, the standards proposed should represent improvements on present policy and practice and give most, if not all, libraries "something to shoot at". On the other hand, no library should be expected to reach fully every single standard until many years have passed.

The statement that the library standards have been adopted and are recommended by the Tehran Library Book Processing Centre (Tebroc), part of the Institute for Research and Planning in Science and Education (IRPSE), affiliated with the Ministry of Science and Higher Education, must be included, together with the adoption date and place. When IRPSE and the Ministry approve them, also, this information must be added with the vital dates. Obviously, the greater the Iranian authority behind the standards, the more likely they are to be respected and used. Hence the importance of achieving Ministry approval and listing it immediately.

A statement may be made in the standards which concerns the conditions under which new libraries should be established. The importance of a library to the institution's economic, educational and technical progress should be balanced against the probable long range interest in it, use of it, and con-

cern to support it fully. A brief section on modern teaching principles and techniques should precede school and academic standards to suggest reasons for establishing a modern school or academic library.

If possible, since the reader will probably be unfamiliar with it, and in certain cases at least, will find it conflicting with both his natural inclinations and present practive, the essential reasoning behind each standard should be indicated. A set of standards is useful in teaching, so it should be understandable to all groups who need instruction, from library trustees and persons without high school education to graduate library school students. Particularly, the standards documents covering public and school libraries will be used primarily by laymen having little familiarity with modern library literature, policy, or practice. However, an average level of intelligence must be assumed of all readers, and some of the simplification for uninformed readers must be done in the translation into Persian.

In such an underdeveloped situation as Iran, where many standards users will prefer vague recommendations, easier for them to meet, the disadvantages of presenting quantitative standards seem to be out-weighed by the advantages. However, only at some time in the future when accurate statistical measures of quality are available for Iranian libraries can standards be presented which are based on objective evidence of quality differences in service.

Definitions and examples will be needed for certain library terms not otherwise clear in the text. In addition, the reader needing them can be referred to the library science glossary published by the University of Tehran Central Library which defines many of these terms in Persian, or else to the Tehran Book Processing Centre Planning Department from which the standards come.

Finally, regarding details, the title of the foreign standards document being

adapted must be changed and Iranian made the first word of the new document's title. As a matter of fact, usually several documents will be referred to before the new standards are completed. Eliminate all references to the foreign country, e.g., the U.S.A. or the U.K. State each standard once only, fully and clearly, and seldom give the reader choices, since that may confuse him. Many foreign standards statements can be repeated unchanged in the Iranian standards document. Also, avoid vague generalizations which an Iranian with a poor library background will not understand. Instead, make practical and objective statements. Good, clear English expression must be used and simplicity stressed throughout, even if such grammatical principles are seldom seen in foreign standards. All standards stated originally in feet, yards, dollars, pounds, and francs must be converted to metric and Iranian monetary measures.

Administration and Finance.—In a paternalistic, socialistic government, it can be assumed that all power will be wielded centrally from the top and that local public libraries, for instance, will have little independent authority. All public library, school, and most university and special library property belongs to the national government. Very few libraries are outside the national government. All employees therein are government employees. Most planning will be performed centrally, in Tehran. Most library establishment initiation will come from the top, or will depend on approval from the top. Provincial and local library administrative authority is small or else non-existant. Public libraries can depend on very little help from larger units, such as ostan or state libraries, which do not yet exist, or national libraries, which do not exist in any effective sense, except for the recent formation of the Iranian Documentation Centre and the Tehran Book Processing Centre. No central bureau exists on any level to which school libraries can refer. Few active and forceful professional societies or other

outside agencies exist, and the Iranian Library Association is still in its early development stages. Consequently, assistance from such sources is only beginning to be considered.

The systems approach to planning can be strongly recommended and is easily supported in a centralized government. Tax support will be collected locally but will be partially allocated at the top. Seldom will there be special grants for library support, instead, regular allocations. Seldom will there be any possibility of gaining income from foundations or the general public directly. Gift books and money are rarely received from local sources.

Though it presents a formidable obstacle to successful library programs, the foreigner will have difficulty advising the Iranian about managing successfully in the government bureaucracy. Probably the Iranian will know the proper policies and techniques better than the foreigner does. Nevertheless, it is wise to advise developing his skill at explaining modern library philosophy to his supervisors and at wending his way thru intricate red tape. Due to the long delays in many aspects of government administration, stand-by procedures should be developed as well as several alternate routes to any goal. As a way of clarifying his mission amid so much confusion, the chief librarian and his staff should prepare a written statement of library objectives. This statement should be approved by the chief librarian's supervisor and should guide library program development.

Quantitative standards should be pitched much lower for Iran than for the USA, often no more than 10% to 50% of the American standard. A graduated scale may be useful in which a distinction is made between adequate and superior service or else between the standard for this year and five years hence. For colleges, 50% of the American support level may be appropriate, but for

school libraries, since the schools themselves are so poorly supported, no more than 10% can be justified.

Iranian salaries now range from a fourth to half of those paid in the United States, with living costs ranging about as much below American levels. Of course, if only Persian materials are used, the lower salaries and Persian book prices reduce the cost of reaching equal service levels by 50% or more. If the collection is predominantly foreign, however, the materials costs will be higher than those in the USA. Obviously, the money saved in paying for Iranian instead of foreign salaries and materials can be used to add staff members and additional materials.

Such ratios as 5% of the university educational expenditures for library service seem satisfactory here, though $50 per student per year seems utopian. School and public library standards of $3 per capita per year seem utopian, also, $1 (76 Rials) or less, being much more within reach in the foreseeable future. In fact, in the school field, no more than 10¢ - 25¢ per student per year can be defended, with the present rate being near zero.

In developing space, staff, and service standards for university libraries, it should be remembered that there will usually be no strong central library for several years in the future, though its development should certainly be recommended. Therefore, at least on a temporary basis, each branch library must be correspondingly larger and more self-sufficient.

Standardized library equipment and furniture should be recommended, and the Tehran Book Processing Centre and the Iranian Documentation Centre can be consulted for specifications and suppliers' names. Electric typewriters, standardized shelving and kardexes are becoming well known, book trucks, and card sorters, also. Future use of data processing equipment can be recommended

for large libraries. Computer centers are readily available in the cities, and the libraries can tie in with the Iranian Documentation Centre - Tehran Book Processing Centre data processing program.

Personnel.—A clear definition of a professional librarian must be given since even Iranian government civil service recognizes librarians at several education levels. Salary standards should reflect current pay levels and trends and be stated in terms of the corresponding pay levels of persons in other occupations with the same educational levels and experience.

While the chief librarian should be recommended as the library's primary policy and decision-maker, the title of his supervisor should be added to many library documents, also. The Iranian chief librarian must share authority and responsibility with his supervisor to an even greater extent than does his foreign counterpart. Since status is so important in Iran, faculty title, rank, status, and privileges should be recommended for each professional school and academic librarian.

In university library standards, an attempt should be made to discourage the widespread practice of making a faculty member library head. Only if he is alert, vitally interested in building up heavy collection use, a well organized and hard-working administrator, freed from other teaching and administrative duties, and no professional librarian is available, can this practice be condoned.

Due to the shortage of masters degree librarians, recognition and extensive use should be made of persons with bachelors or junior college degrees in library science, even of high school graduates with library workshop education. Only the few largest libraries can be headed by graduate librarians and can afford more than one of them. Most school and public libraries are fortunate

if they can locate heads among junior college library science graduates.

The need for bilingual staff members in special and academic libraries should be mentioned. The importance of skilled bilingual typists should be stressed, also, since it is not generally understood. Since many readers will be unfamiliar with them, lists of professional and clerical tasks should be included.

Due to the present shortage of professionals, a ratio of at least four to five typists, clerks, and sub-professionals should be recommended for each bachelors or masters degree librarian. Especially in the provinces, the ratio of staff members to students must be smaller than that recommended for a country where librarians are more readily available.

Staff members must be available for messenger service since regular mail is slow and unreliable. Also, a messenger should be sent regularly to pick up Persian material from government agencies rather than depending on the agency to send it voluntarily.

Initially, government personnel should be hired on temporary contracts so they can be evaluated before being awarded civil service status. It is very difficult to release incompetent civil servants. Personnel should be hired to work full-time and should be discouraged from holding additional positions elsewhere.

The recommendation should be made that employees be hired on the basis of their promise as good workers, not because they are relatives or friends of staff members or have political influence. A statement should support the use of women at all staff levels and point out their equality with men in efficiency and usefulness. Also, it should be pointed out that each employee is assumed to be a worker, not just a watcher.

The full utilization of each person demands that his advice be solicited on matters which pertain to his position; this is particularly important when dealing with professionals and subprofessionals. One man administration and decision-making is narrow and dictatorial and limits the development of staff competence.

Frequent conferences are necessary between those working in a particular project or department and may be formalized by scheduling regular staff meetings to coordinate activities and reach decisions. In this connection, a greater impression will be made on the Iranian by encouraging modern or even Western management policies than by encouraging democratic policies.

Materials.—Recommendations must be made concerning the scope and depth of the book and serial selection program by subject and type of material. Suggestions should be made about correlating this program with users' interests, needs, understanding levels and use. Lists of "good" books may be mentioned. The necessity of anticipating information requests by wise and informed selection must be pointed out. Clear delineation of staff responsibility should be given for selection and, as a matter of fact, for all tasks in other areas, also.

A statement must be made about the general purchase ratio of Persian to foreign material, usually low when the clientele is well educated and high otherwise. Since foreign language interests and competencies are limited in Iran, there is normally no justification for recommending selection or translation from more than two or three foreign languages, English, French, and perhaps Arabic or German.

There are few informed and honestly critical Iranian book reviewing journals and no comprehensive, current, and dependable listings of newly published

books and serials. Therefore, selection of Persian material is difficult. The bibliographic and review tools covering foreign material can be purchased or else used in the provincial university libraries, the University of Tehran Central Library, or the Tehran Book Processing Centre National Bibliographic Centre. The American Library Bill of Rights is not appropriate here.

The importance of reference material should be stressed, particularly to academic, special and school libraries. Its value in improving community business, university level courses, and the high school student's information should be described.

Maintaining services and subscriptions on a continuing basis without lapses deserves mention, since this policy has so frequently been violated. The Tehran Book Processing Centre should be recommended as a commercial processing center through which books can be purchased and processed.

Since so many Iranian libraries have them, all sets of standards should contain a statement concerning the selection, processing, care, and use of manuscripts. Also, the sharpening of the collection's subject focus should be encouraged since this is a frequent psychological problem.

In most libraries, the possibilities of weeding out accessioned material are limited to dead boxed storage and removal of catalog cards. However, such weeding should be recommended on a regular schedule. Unaccessioned material may be sent to the Iranian Documentation Centre international duplicate exchange program in exchange for more useful material.

Processing.—Several acquisitions problems and opportunities must be recognized for both Iranian and foreign library materials. Most Iranian special and university libraries purchase a high ratio of foreign materials (50% to

100%), while public and school libraries purchase them infrequently (0% - 10%). Persian material costs an eighth to half as much as American material. The percentage of Iranian books which stay in print more than one year is small, so, if copies are to be secured, they must be ordered soon after publication. Also, certain publishers will not supply books until they are paid for.

While foreign material costs the same in Iran as in the country of publication, usually its quality level is much higher than that of local material. The discounts are smaller here than there, postage is greater, and foreign exchange currency or Unesco book coupons must be available with which to purchase foreign material, also. These factors can add 10% to 25% to the price paid by the Iranian library.

Ship mail service takes three to five months from the USA and one to two months from the U.K. Truck service from Europe is quicker than ship service but costs more, also. If air mail service is used, delivery time is much reduced, from one to three weeks, but often the postage cost is 100% of the retail book price.

An author, title, and subject dictionary catalog should be available for public use, a shelf list, and serial checking-in cards for staff use. As an alternate, the use of a classified public catalog should be considered for recommendation. It will locate all cards for one subject in one place instead of two, as in the typical dictionary catalog divided between Persian and Western languages. Of course, it is possible to compromise by adding subject heading cards for Persian books to the Latin dictionary catalog and for Latin books to the Persian dictionary catalog.

In many areas, standard Western policies and procedures should be recommended

rather than encouraging the Iranian librarian to devise his own system. The classification and cataloging areas are good examples. However, certain adaptations must be made for Iranian materials, if only because of Library of Congress and Dewey Decimal Classifications limitations for them.

Those expansions being constructed by the Tehran Book Processing Centre should be recommended. Likewise, an original set of Persian subject headings must be recommended, and the Tehran Book Processing Centre is compiling such a list. It is compiling Persian Cutter-Sanborn author tables, also. The advantages of using Tehran Book Processing Centre or Library of Congress printed catalog cards should be explained. The Sharify cataloging entry book may be useful, also.[6] It is fruitless to recommend eliminating the accessioning routine, but the binding of serial volumes should be recommended with explanation, since it is not widely practiced. Preparation for the shelves should include ownership stamp, book charge cards, pocket, date due slip, and plastic jacket. Processing steps should be completed in a short time, in most libraries no more than a month after the book arrives.

Public Service.—Many Iranian librarians believe their primary goal to be preservation rather than use, so an attempt must be made to change their views. All aspects of service should be described fully and pushed strongly since this has previously been a subject of little interest, and many Iranian librarians and their supervisers have serious misgivings about it. The advantages of open stacks should be explained, also.

When describing circulation policies, the Iranian practice of requiring of each patron a photo and registration or ID card should be included. If all

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[6] Sharify, Nassir, Cataloging of Persian Works, Chicago, American Library Association, 1950, 161 pp.

borrowers have identification cards, as they do in Iranian universities, then borrower registration cards are unnecessary. The user's fee usually charged should not be recommended, nor should cards be held while the user has material charged out. Many Iranian signatures are purposely made illegible so it is necessary to ask the borrower to print his name clearly on the call slip. Some libraries may wish to give the borrower's messenger a receipt for each book returned, there being no other way of assuring his employer that he has returned the book rather than having sold it.

Reference service is little understood and not widely provided, so, it should be emphasized. The selection of Iranian reference books is easy because few are published but difficult because many are poorly compiled. Few good Iranian reference books are in print at any one time. The selection of foreign reference books is difficult because so many exist to choose from and their evaluation is so difficult. The librarian should have been taught to check them in the Booklist and Subscription Books Bulletin. Lists of good Persian books can be obtained from the University of Tehran Department of Library Science and lists of good foreign books from either the Department or the Iranian Documentation Centre. Examples can be given of the usefulness of a reference librarian to an institution. Typical tasks can be listed and an indication given of the types of service provided in an outstanding reference department. The specialized functions of the documentation center should be recommended, where appropriate. The usefulness of serials abstracting and indexing services to reference work should be explained, also.

To spread its understanding in Iranian libraries and share the use of important materials, inter-library loan should be encouraged. The Iranian Documentation Centre's function should be explained as the national inter-library

loan coordinator and resource center for both domestic and foreign loans. The goals and policies of the Iranian Information Network, the Iranian National Union Catalog and the Iranian Union List of Serials and their function to encourage the use of research collections should be covered.

Concluding Sections and Revisions.--The standards document should recommend sources of additional information, usually library administration texts as well as the sets of standards useful in preparing it. If any Iranian examples exist of obviously superior libraries of the type being described, they should be mentioned. Although local foreign libraries may be available for listing, probably Iranians will not use them as models. At the end of the standards, the Iranian library schools should be listed.

Before they can be considered, the standards must be carefully translated into Persian. Before they can be recommended, they must be studied by several critical librarians and perhaps by other well informed people and their recommendations incorporated into the final version.

After a three to five year period of trial use, the standards should be restudied and revised. Certainly, they will require revision and improvement when the Iranian National Library Plan is completed.[7] Finally, after a five year period of using the restudied and revised standards, they should again be studied, and, if the progress of librarianship justifies it, they should be revised extensively in a generally upward direction.

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[7]Harvey, John F., "Proposal for a National Library Plan for Iran," International Library Review II (October, 1970), pp. 253-61.